



Indiana Department of Education  
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# School Improvement and Accountability

Indiana NCA CASI Fall Conference  
Adams Mark Hotel  
October 2, 2007

# Presentation Outline

- Understanding Category Placement & AYP
- State Accreditation and Accountability
- School Improvement Plan Requirements
- Aligning Professional Development Goals
- Alignment of Efforts
- State Data Trends



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# Understanding Category Placement & AYP



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# Public Law 221 Accountability

- School improvement and performance categories are based on:
  - Percentage of all students who pass English and math tests (averaged across subjects and grade levels).
  - Improvement in passing percentage of nonmobile cohort group of students (enrolled for 70% of school year, or 126 days).



# Performance Measure

- “All Students” (used for performance measure) includes:
  - Students who finished the school year in the school (last school attended); and
  - Who have ISTEP+ results for the fall test that follows.



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# Performance Calculation

- “Pass English and Math Tests (averaged across subjects and grade levels)” means:
  - English tests passed plus math tests passed;  
DIVIDED BY
  - English tests taken plus math tests taken.



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# Improvement Measure

- Improvement in passing percentage of “nonmobile cohort group of students” (used for improvement measure) includes:
  - Students enrolled for 126 days.
  - Students who have ISTEP+ results from the previous school year and have ISTEP+ results for the current year.



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# Improvement Calculation

- Improvement in passing percentage of nonmobile cohort group of students is calculated as follows:
  - Compute passing percentage for each year (averaged across subject and grade level).
  - Determine improvement from one year to next.
  - Use higher of the two
    - average improvement for the period
    - latest year improvement



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# Indiana School Improvement and Performance Categories

<b>Performance</b>	<b>Exemplary Progress</b>	<b>Commendable Progress</b>	<b>Academic Progress</b>	<b>Academic Watch (Priority)</b>	<b>Academic Probation (High Priority)</b>
<b>≥90%</b>	<b>Exemplary School</b>				
<b>≥80%</b>	<b>≥1%</b>	<b>Commendable School</b>			
<b>≥70%</b>	<b>≥3%</b>	<b>≥2%</b>	<b>≥1%</b>	<b>&lt;1%</b>	
<b>≥60%</b>	<b>≥4%</b>	<b>≥3%</b>	<b>≥2%</b>	<b>&lt;2%</b>	
<b>≥50%</b>	<b>≥5%</b>	<b>≥4%</b>	<b>≥3%</b>	<b>≥0%</b>	<b>&lt;0%</b>
<b>≥40%</b>	<b>≥6%</b>	<b>≥5%</b>	<b>≥4%</b>	<b>≥1%</b>	<b>&lt;1%</b>
<b>&lt;40%</b>		<b>≥6%</b>	<b>≥5%</b>	<b>≥3%</b>	<b>&lt;3%</b>
	<b><u>Improvement from Fall to Fall</u></b>				



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# First Year Improvement

Fall 2004 to Fall 2005

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

K-5  
Elementary

6-8 Middle  
School

High School



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# Second Year Improvement

Fall 2005 to Fall 2006

Grade 3

Grade 3

Grade 4

Grade 4

Grade 5

Grade 5

Grade 6

Grade 6

Grade 7

Grade 7

Grade 8

Grade 8

Grade 9

Grade 9

Grade 10

K-5  
Elementary

6-8 Middle  
School

High School



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# Third Year Improvement

Fall 2006 to Fall 2007

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

K-5  
Elementary

6-8 Middle  
School

High School



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# Category Placement Illustration

- Students in XYZ School have a 62% passing percentage on 2006 ISTEP+.
- Non-mobile students' passing percentage increased by 2% from 2004 to 2005.
- Non-mobile students' passing percentage decreased by 3% from 2005-2006.
- Non-mobile students' passing percentage increases by 4% from 2006-2007.
- Average improvement for three-year period is 1%
- $[(2\%) + (-3\%) + (4\%)/3]$ .
- Latest year-to-year improvement of 4% is higher than three-year average of 1%.



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# Indiana School Improvement and Performance Categories

<b><u>Performance</u></b>	<b>Exemplary Progress</b>	<b>Commendable Progress</b>	<b>Academic Progress</b>	<b>Academic Watch (Priority)</b>	<b>Academic Probation (High Priority)</b>
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<b>≥60%</b>	<b>≥4%</b>	<b>≥3%</b>	<b>≥2%</b>	<b>&lt;2%</b>	
<b>≥50%</b>	<b>≥5%</b>	<b>≥4%</b>	<b>≥3%</b>	<b>≥0%</b>	<b>&lt;0%</b>
<b>≥40%</b>	<b>≥6%</b>	<b>≥5%</b>	<b>≥4%</b>	<b>≥1%</b>	<b>&lt;1%</b>
<b>&lt;40%</b>		<b>≥6%</b>	<b>≥5%</b>	<b>≥3%</b>	<b>&lt;3%</b>
	<b><u>Improvement from Fall to Fall</u></b>				



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# Indiana's Accountability System Must Incorporate AYP

State Board of Education rules provide that a school that does not make AYP for two consecutive years will be placed in a category no higher than “Academic Progress.” This incorporates AYP and disaggregated data into our state system.



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# Indiana School Improvement and Performance Categories

<b>Performance</b>	<b>Exemplary Progress</b>	<b>Commendable Progress</b>	<b>Academic Progress</b>	<b>Academic Watch (Priority)</b>	<b>Academic Probation (High Priority)</b>
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<b>≥60%</b>	<b>≥4%</b>	<b>≥3%</b>	<b>≥2%</b>	<b>&lt;2%</b>	
<b>≥50%</b>	<b>≥5%</b>	<b>≥4%</b>	<b>≥3%</b>	<b>≥0%</b>	<b>&lt;0%</b>
<b>≥40%</b>	<b>≥6%</b>	<b>≥5%</b>	<b>≥4%</b>	<b>≥1%</b>	<b>&lt;1%</b>
<b>&lt;40%</b>		<b>≥6%</b>	<b>≥5%</b>	<b>≥3%</b>	<b>&lt;3%</b>
	<b><u>Improvement from Fall to Fall</u></b>				



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# School Made AYP - No Change to P.L. 221 Status



SCHOOL DATA

PL 221 Results for XYZ High School 8800, 0001, 09-12

Improvement 1, 4.6%

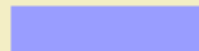
Improvement

Performance 2, 85.9%

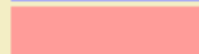
Performance

Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%				
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%	>=2%	<2%	
>=50%	>=5%	>=4%	>=3%	>=0%	<0%
>=40%	>=6%	>=5%	>=4%	>=1%	<1%
<40%		>=6%	>=5%	>=3%	<3%

Key




221 Status based on performance and improvement



Final 221 Status if capped by not meeting AYP



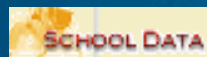
# School Did Not Make AYP - No Change to P.L. 221 Status

 <b>SCHOOL DATA</b>		PL 221 Results for XYZ Middle School 8800, 0002, PW-12			
Improvement	4, 1.9%	Improvement			
Performance	4, 69.1%	Performance			
AYP	No				
Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%				
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%	>=2%	<2%	
>=50%	>=5%	>=4%	>=3%	>=0%	<0%
>=40%	>=6%	>=5%	>=4%	>=1%	<1%
<40%		>=6%	>=5%	>=3%	<3%

Key	
	221 Status based on performance and improvement
	Final 221 Status if capped by not meeting AYP

# School Did Not Make AYP - Change to P.L. 221 Status



PL 221 Results for XYZ Elementary School 8800, 0003, PK-PK

Improvement 1, 5.4% Improvement

Performance 5, 55.1% Performance

**AYP** No

Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
<b>&gt;=90%</b>					
<b>&gt;=80%</b>	<b>&gt;=1%</b>				
<b>&gt;=70%</b>	<b>&gt;=3%</b>	<b>&gt;=2%</b>	<b>&gt;=1%</b>	<b>&lt;1%</b>	
<b>&gt;=60%</b>	<b>&gt;=4%</b>	<b>&gt;=3%</b>	<b>&gt;=2%</b>	<b>&lt;2%</b>	
<b>&gt;=50%</b>	<b>&gt;=5%</b>	<b>&gt;=4%</b>	<b>&gt;=3%</b>	<b>&gt;=0%</b>	<b>&lt;0%</b>
<b>&gt;=40%</b>	<b>&gt;=6%</b>	<b>&gt;=5%</b>	<b>&gt;=4%</b>	<b>&gt;=1%</b>	<b>&lt;1%</b>
<b>&lt;40%</b>		<b>&gt;=6%</b>	<b>&gt;=5%</b>	<b>&gt;=3%</b>	<b>&lt;3%</b>

## Key

221 Status based on performance and improvement

Final 221 Status if capped by not meeting AYP

# NCLB Accountability

- Indiana's starting points were:
  - 58.8% passing in English.
  - 57.1% passing in mathematics.
- In 2005, AYP targets increased to:
  - English – 65.7%.
  - Math – 64.3%.

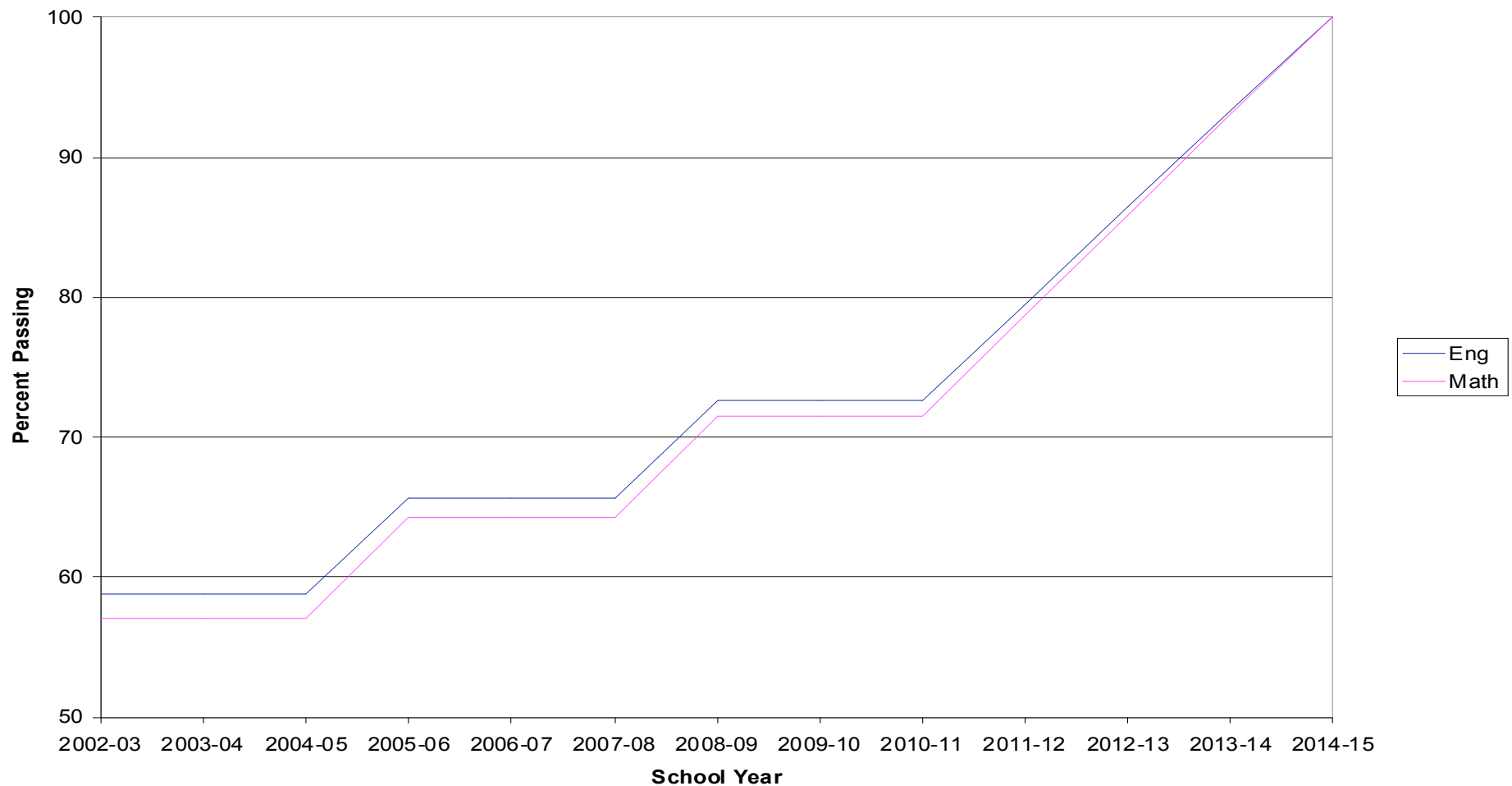


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# Increasing Goals Under NCLB


























Annual Goals




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## AYP Summary Report 2005

### XYZ Elementary School 0003


Student Group	Pupils	English	Math	Participation
Overall	138			
American Native	<30			
Asian	<30			
Black	<30			
Hispanic	105			
White	32			
Free/Reduced Lunch	123			
Limited English Proficient	78			
Special Education	<30			
Other Indicator				
Attendance				

#### NCLB School AYP History

 2005 




 2004 

 2003 

 2002 

Press Button For Different Year

[Explanation](#)

-  Made AYP (Adequate Yearly Progress)
-  Did Not Make AYP
-  Number of Students Less Than Required "N"

#### Title One School


[Explanation](#)
[View Detailed Report](#)

Student Group	Pupils	English	Math	Partic.	Attend
Overall, Elementary	713				
Overall, Middle School	727				
Overall, High School	445				
Hispanic, Elementary	104				
Hispanic, Middle School	86				
Hispanic, High School	50				
White, Elementary	574				
White, Middle School	606				
White, High School	374				
Free Lunch, Elementary	306				
Free Lunch, Middle School	274				
Free Lunch, High School	138				
Limited Eng, Elementary	93				
Limited Eng, Middle School	74				
Limited Eng, High School	34				

### NCLB Corporation AYP History

2005



2004



2003



2002



Press Button For  
Different Year

[Explanation](#)

- Made AYP (Adequate Yearly Progress)
- Missed on part of a Subgroup
- Did Not Make AYP
- Number of Students Less Than Required "N"

### Title One Corporation



[Explanation](#)

[View Detailed Report](#)



# Consequences

IC 20-31-9-1

Inapplicability to nonpublic and charter schools

Sec. 1. This chapter does not apply to the following:

- (1) A nonpublic school.
- (2) A charter school.



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# Consequences

## IC 20-31-9-2

### School placed in lowest category or designation the **first** year

Sec. 2. (a) This section applies the first year that a school is placed in the lowest category or designation of school improvement.

(b) The state board shall place the school and the school corporation on notice that the school is in the lowest category or designation of school improvement. Upon receiving the notice, the governing body shall:

- (1) issue a public notice of the school's lack of improvement; and
- (2) hold a public hearing in which public testimony is received concerning the lack of improvement.

(c) The committee shall revise the school's plan. A revision under this subsection may include any of the following:

- (1) Shifting resources.
- (2) Changing personnel.
- (3) Requesting the state board to appoint an outside team to manage the school or assist in the development of a new plan.

(d) If the governing body approves a request for the state board to appoint an outside team under subsection (c)(3), the school is considered to be placed under section 3 of this chapter.



# Consequences

## IC 20-31-9-3

**School remaining in lowest category or designation the **third** year after initial placement**

Sec. 3. (a) This section applies if, in the third year after initial placement in the lowest category or designation, a school still remains in the lowest category or designation.

(b) The state board shall establish and assign an expert team to the school. The expert team:

(1) must include representatives from the community or region that the school serves; and

(2) may include:

(A) school superintendents, members of governing bodies, and teachers from school corporations that are in high categories or designations; and

(B) special consultants or advisers.

(c) The expert team shall:

(1) assist the school in revising the school's plan; and

(2) recommend changes in the school that will promote improvement, including the reallocation of resources or requests for technical assistance.



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# Consequences

## IC 20-31-9-4

**School remaining in lowest category or designation the **fifth** year after initial placement**

Sec. 4. (a) This section applies if, in the fifth year after initial placement in the lowest category or designation, a school still remains in the lowest category or designation.

(b) The state board shall do the following:

(1) Hold at least one (1) public hearing in the school corporation where the school is located to consider and hear testimony concerning the following options for school improvement:

(A) Merging the school with a nearby school that is in a higher category.

(B) Assigning a special management team to operate all or part of the school.

(C) The department's recommendations for improving the school.

(D) Other options for school improvement expressed at the public hearing, including closing the school.

(E) Revising the school's plan in any of the following areas:

(i) Changes in school procedures or operations.

(ii) Professional development.

(iii) Intervention for individual teachers or administrators.

(2) If the state board determines that intervention will improve the school, implement at least one (1) of the options listed in subdivision (1).



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# Consequences

Indiana Code 20-31-9-2 requires specific actions when a school is placed in the “Academic Probation” category under Indiana’s school accountability system. The school board must issue a public notice of the school's lack of improvement and hold a public hearing in which public testimony is received concerning the lack of improvement. The school improvement committee must revise the school improvement plan.

Although the Department of Education believes the statutory requirement for a hearing technically applies only during the first year the school is placed in the “Academic Probation” category, the Department recommends that school corporations follow the same steps if the school is placed in the “Academic Probation” category for a second or subsequent year. The school should be acting on information collected and be working toward implementing strategies aimed at improving identified areas of concern. A public hearing is a way of continuing the necessary dialogue, and it may provide valuable information to garner public support and further school improvement efforts.



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# State Accreditation and Accountability



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# Levels of Accreditation

- Full Accreditation
- Provisional Accreditation
- Probationary Accreditation



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# What Changed and What Remains

- **Student achievement** now utilizes PL 221 accountability categories instead of the old league system.
- **School improvement planning** emphasizes a continuous, fluid improvement process that is focused on data rather than an every five year event.
- **Legal standards** remain the same with a few new additions.



# Full Accreditation Requirements

## 511 IAC 6.1-1-4 Accreditation Requirements

Sec. 4. A school must meet the following accreditation requirements to be accorded full accreditation status:

(I) Compliance with the following legal standards:

(A) **Health and safety** requirements listed under 511 IAC 6.1-2.

(B) **Minimum time** requirements listed under 511 IAC 6.1-3.



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# Full Accreditation Requirements

- (C) **Staff-student ratio** requirements listed under 511 IAC 6.1-4.
- (D) **Curriculum offering** requirements listed under 511 IAC 6.1-5 and 511 IAC 6.1-5.1.
- (E) **Instructional staff** requirements listed under 511 IAC 6.1-6.
- (F) **ISTEP participation** requirements in accordance with IC 20-32-5, IC 20-32-8, and 511 IAC 5-2.
- (G) **Mandatory annual assessment** requirements in accordance with 511 IAC 6.2-6.



# Full Accreditation Requirements

- (H) **Accurate and timely submission** of all reports required of schools.
- (I) Production of an **annual performance report** that meets the requirements of IC 20-20-8 and in the case of a:
  - (i) public school, is published in accordance with IC 20-20-8-3; or
  - (ii) nonpublic school, is disseminated to school constituents.



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# Full Accreditation Requirements

- (1) Strategic and continuous school improvement and achievement planning requirements under IC 20-31-5 and 511 IAC 6.2-3.
- (2) Assignment to one (1) of the following categories of school improvement and performance under 511 IAC 6.2-6-4:
  - (A) Exemplary.
  - (B) Commendable.
  - (C) Academic Progress.



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# Corporation

## Full Accreditation Status

### **511 IAC 6.1-1-6 Accreditation status, school and school corporation**

- (c) When schools enrolling at least ninety-five percent (95%) of the students within a school corporation achieve full accreditation status, the state board shall accord the school corporation full accreditation status and award the school corporation a certificate of full accreditation status.



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# Corporation

## Probationary Accreditation Status

### **511 IAC 6.1-1-13 Action by the state board**

Sec. 13. The state board shall accord probationary accreditation status to a school corporation with one (1) or more

probationary schools that fail:

- (1) to make progress; or
- (2) to achieve full accreditation status at the end of three (3) years.



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# Corporation

## Probationary Accreditation Status

### **511 IAC 6.1-1-14 Recommendations to the general assembly**

Sec. 14. If a school corporation accorded probationary accreditation status does not raise the level of accreditation of each of its schools that are on probationary accreditation status to full accreditation status within one (1) year, the department shall submit recommendations to the general assembly concerning the operation and administration of the school corporation and the schools within that school corporation.



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# School Improvement Plan Requirements



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# School Improvement Goals

- Are your current school improvement goals/objectives and strategies/activities aligned to the data?
- Will your improvement efforts successfully improve achievement for all students and especially the student groups identified by AYP?



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# 2007-08 SIP Process

IC 20-31-5-3

Superintendent's review of plan

Sec. 3. (a) The committee must submit a school's initial plan to the superintendent by March 1 of the school year before the year of implementation. The superintendent:

(1) shall review the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations;

(2) may make written recommendations of modifications to the plan to ensure alignment; and

(3) shall return the plan and any recommendations to the committee by April 1 of the school year before the year of implementation.

(b) A committee may modify the plan to comply with recommendations made by the superintendent under subsection (a).



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# 2007-08 SIP Process

- (c) A committee shall submit:
  - (1) the plan; and
  - (2) the written recommendations of the superintendent;to the governing body by May 1 of the school year before the year of implementation.
- (d) An initial plan must be established by June 1 of the school year before the year of implementation by approval of the governing body. The governing body shall approve a plan for each school in the school corporation. When a plan is presented to the governing body, the governing body must either accept or reject the plan and may not revise the plan. A plan is established when written evidence of approval is attached to the plan.





# 2007-08 SIP Process

We will accept “School Improvement Plans” in the following formats:

- A PDF version of your plan can be e-mailed to the Division of Accreditation, Assistance, and Awards.
- Submit a direct link to your complete SIP which is stored locally on your website, is available to the public at all times and is in a printable format.
- Paper copy mailed to the Division of Accreditation, Assistance, and Awards



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# Core Principles of Professional Development

Effective Teachers Improve Student Achievement



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# PD & SIP Alignment

- Decisions regarding school improvement planning should always be based on data.
- There must be a direct connection between professional development activities and school improvement goals.
- Professional development should be on-going, reinforced and not just a single event.
- The result of good professional development should be evident in the classroom.
- **THE ULTIMATE GOAL SHOULD BE IMPROVED STUDENT PERFORMANCE!**



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# Core Principle #1

**Professional development programs will address issues that are relevant to the priorities of education improvement and reflect the knowledge base of the profession by doing the following:**

- **(A) Reflecting research-based approaches and a variety of modes of learning.**
- **(B) Integrating education improvement priorities.**
- **(C) Incorporating both discipline-specific and interdisciplinary approaches to teaching, assessment, and preparation for the world of work.**
- **(D) Including explicit strategies for setting high expectations and meeting the diverse learning needs of all students.**
- **(E) Receiving adequate resources.**



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# Core Principle #2

**Professional development program will engage educators in an effective learning process that impacts practice by doing the following:**

- (A) Actively involving participants in program design, delivery, and implementation.
- (B) Promoting multiple strategies that model recommended strategies.
- (C) Incorporating follow-up activities that are sustained over time and provide educators with ongoing feedback.
- (D) Continuously evaluating impact on educators' practice and student learning.



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# Core Principle #3

**Professional development programs will contribute to developing an environment that supports educators' professional growth by doing the following:**

- (A) Fostering collegiality and collaboration.
- (B) Building capacity through a continuum of ongoing improvement activities.
- (C) Integrating staff development into educators' practice.
- (D) Encouraging innovation and risk-taking.

(511 IAC 6.2-4-3)



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# What Does an Effective Teacher Look Like?

- Displays a passion for teaching and the subject area.
- Takes ownership of the data and task assigned. (No excuses)
- Establishes a relationship of trust with students, parents and staff.
- Demands excellence through rigor. (Sets challenging goals)
- Makes content relevant to real world applications.
- Is aware of and comfortable using all available instructional tools and strategies.
- Can identify and diagnose specific areas where students are struggling and knows how to address the individual concern.
- Seeks out and try new ideas and is willing to share results.



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# Alignment of Efforts



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# Alignment

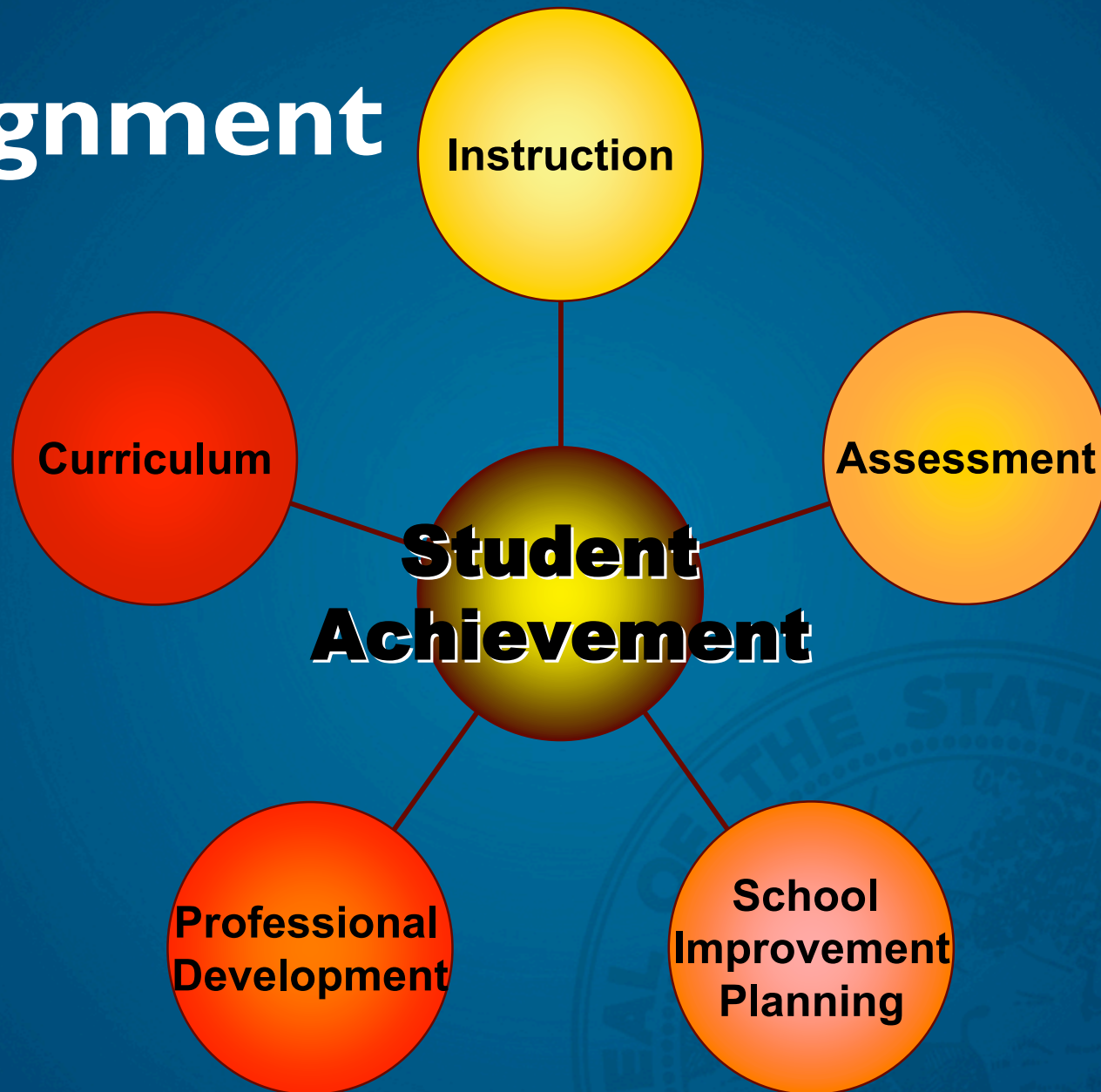
- Are teachers teaching what is tested?
- Are teacher instructional practices meeting the needs of all students?
- Are teachers getting the professional development they need?
- Are teachers using assessment results to make informed decisions about what students need?



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# Alignment



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# Systemic Planning

- Are there similar trends in the data from one grade level to the next?
- How do the individual school improvement plans align K-12?
- Are there planning opportunities for teachers and administrators to collaborate K-12?
- Once school improvement goals are aligned to the data, what professional development will teachers need to accomplish the goals?



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# Focus On Data

- All stakeholders, including administrators, teachers, parents, community members and students need to be aware of the data in order to make informed decisions.
- An individual piece of data has little meaning until it is compared to a larger benchmark.
- A school that has strong local assessments will rarely be surprised by statewide test results.



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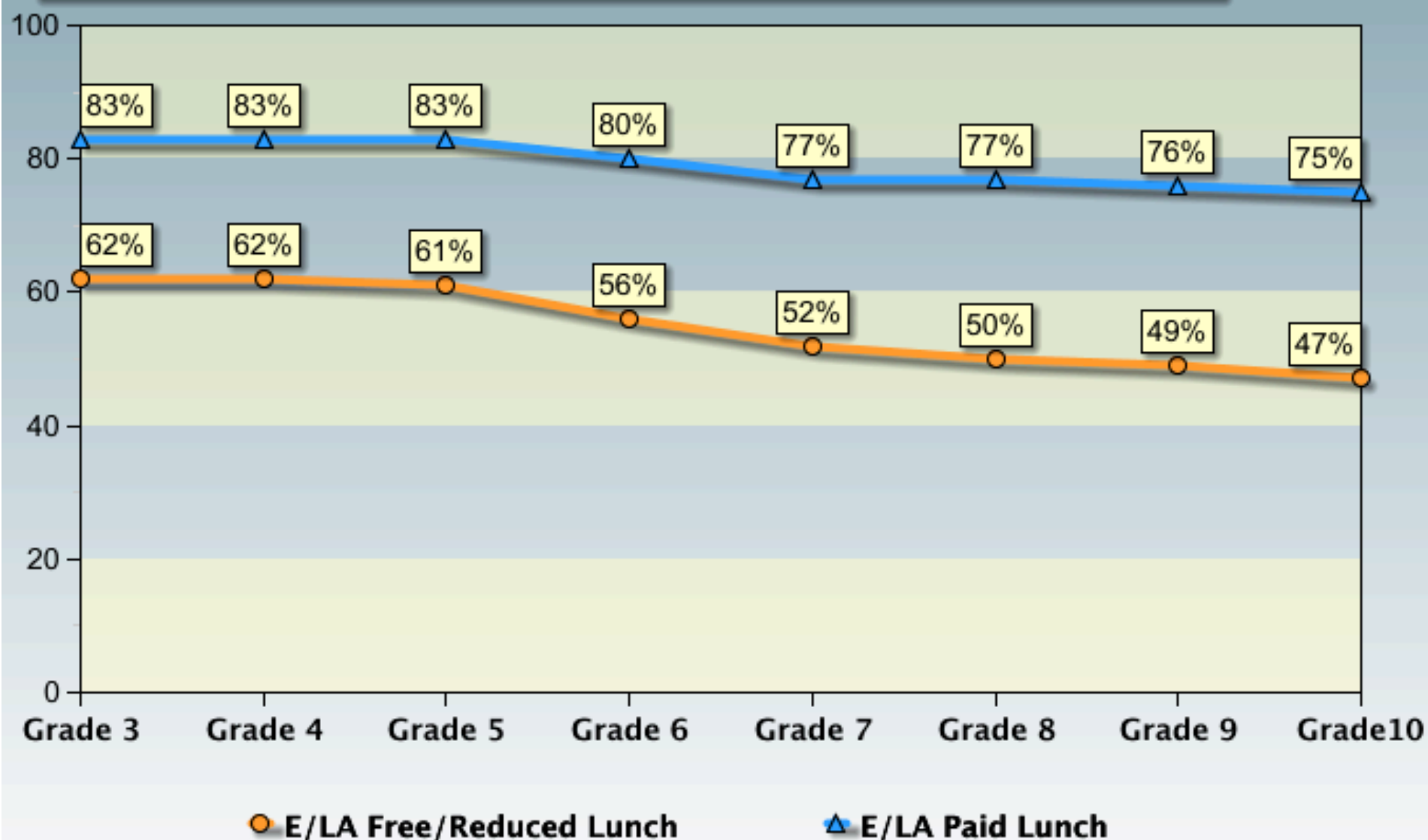


# Disaggregated State ISTEP+ Data by Grade



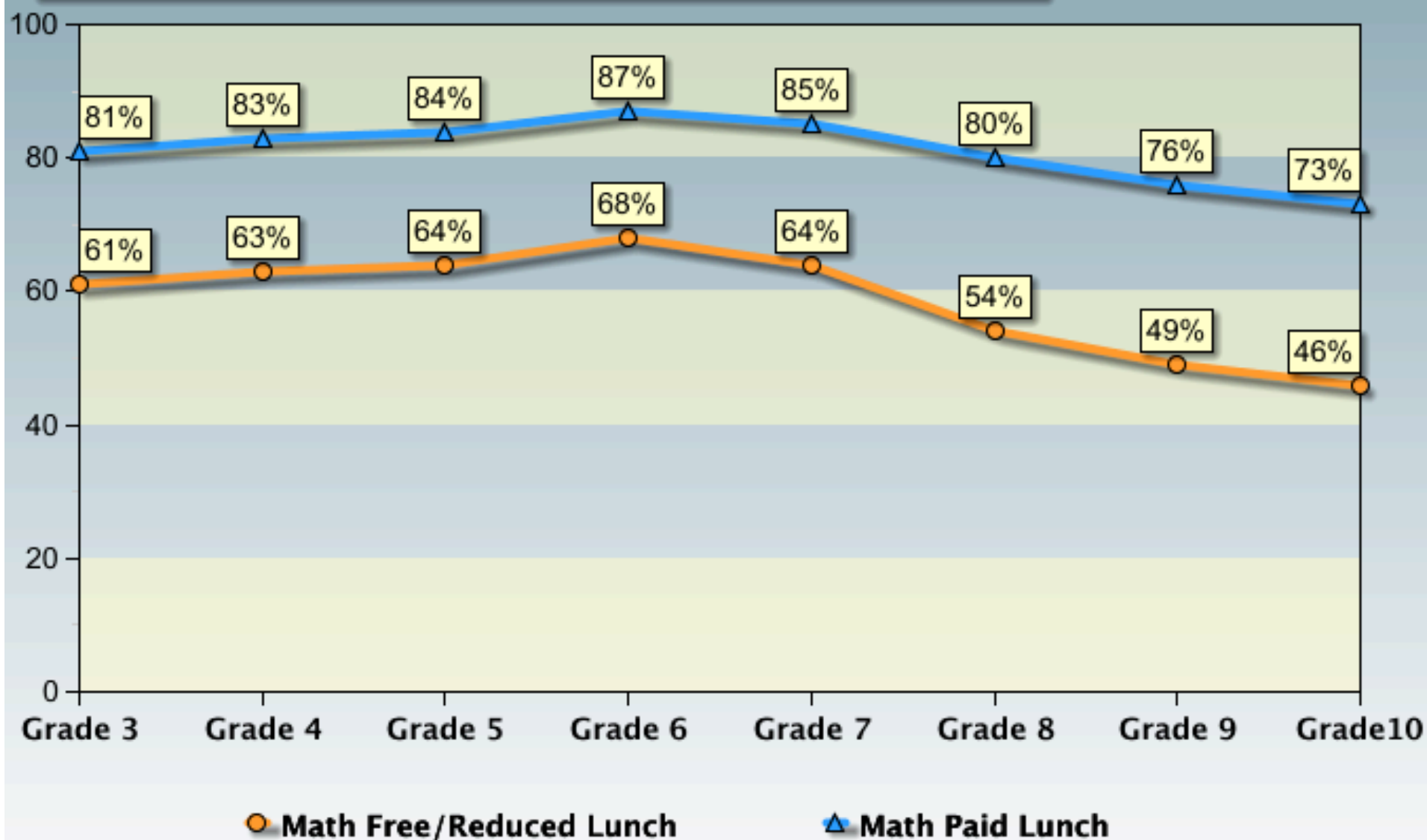
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## 2006-07 ISTEP+ English/Language Arts Percent Passing by Poverty



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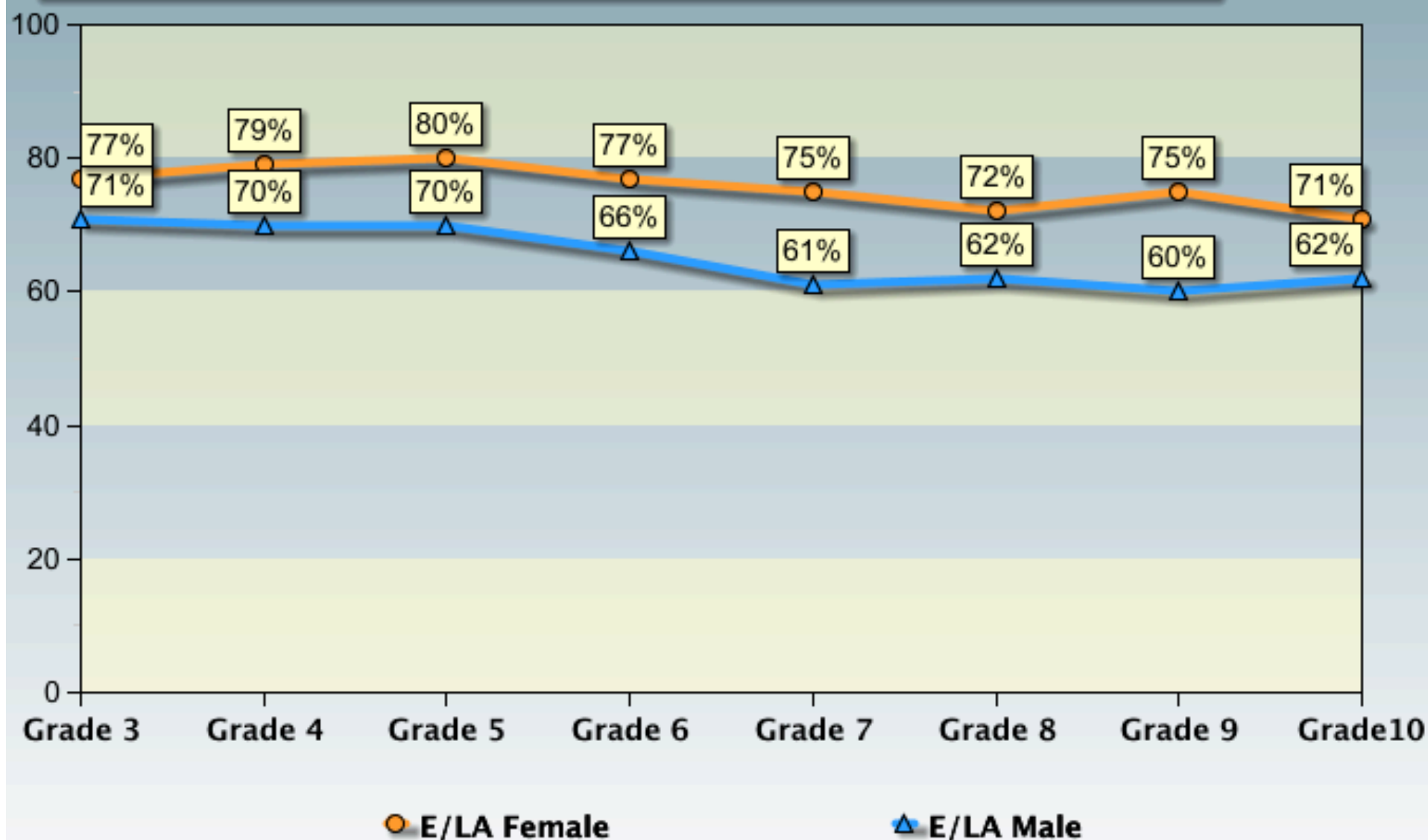
## 2006-07 ISTEP+ Mathematics Percent Passing by Poverty



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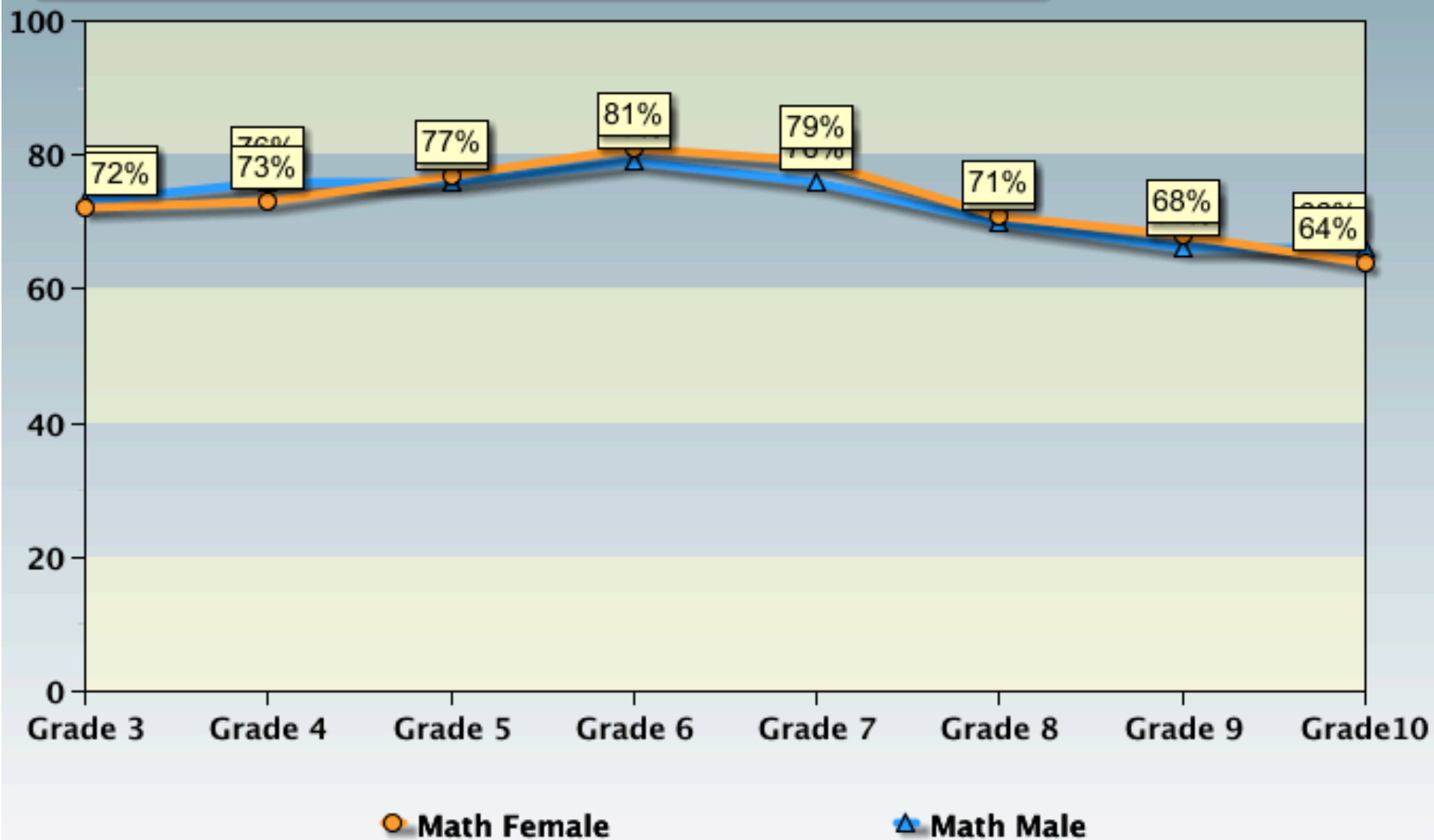


## 2006-07 ISTEP+ English/Language Arts Percent Passing by Gender



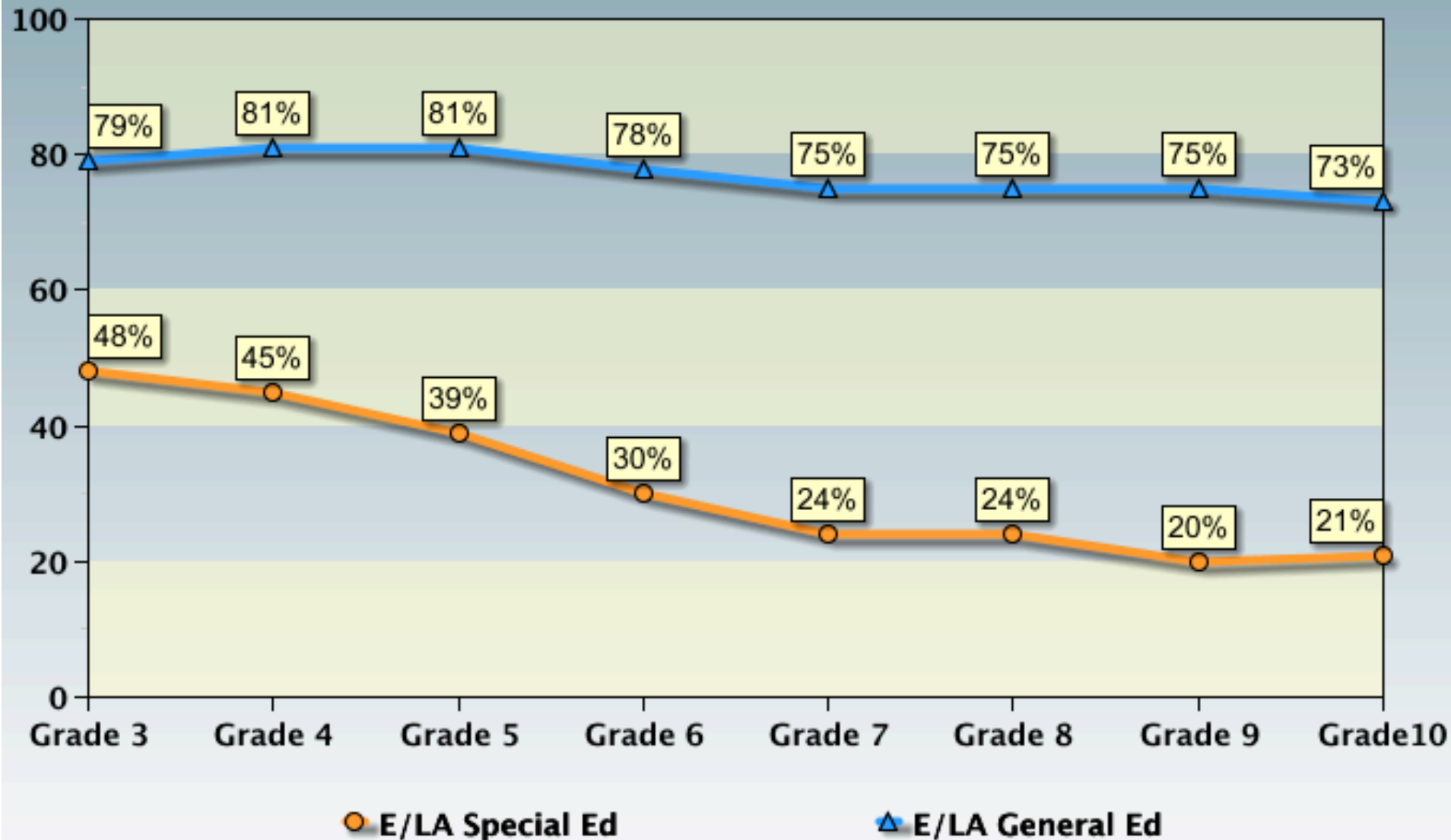
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## 2006-07 ISTEP+ Mathematics Percent Passing by Gender



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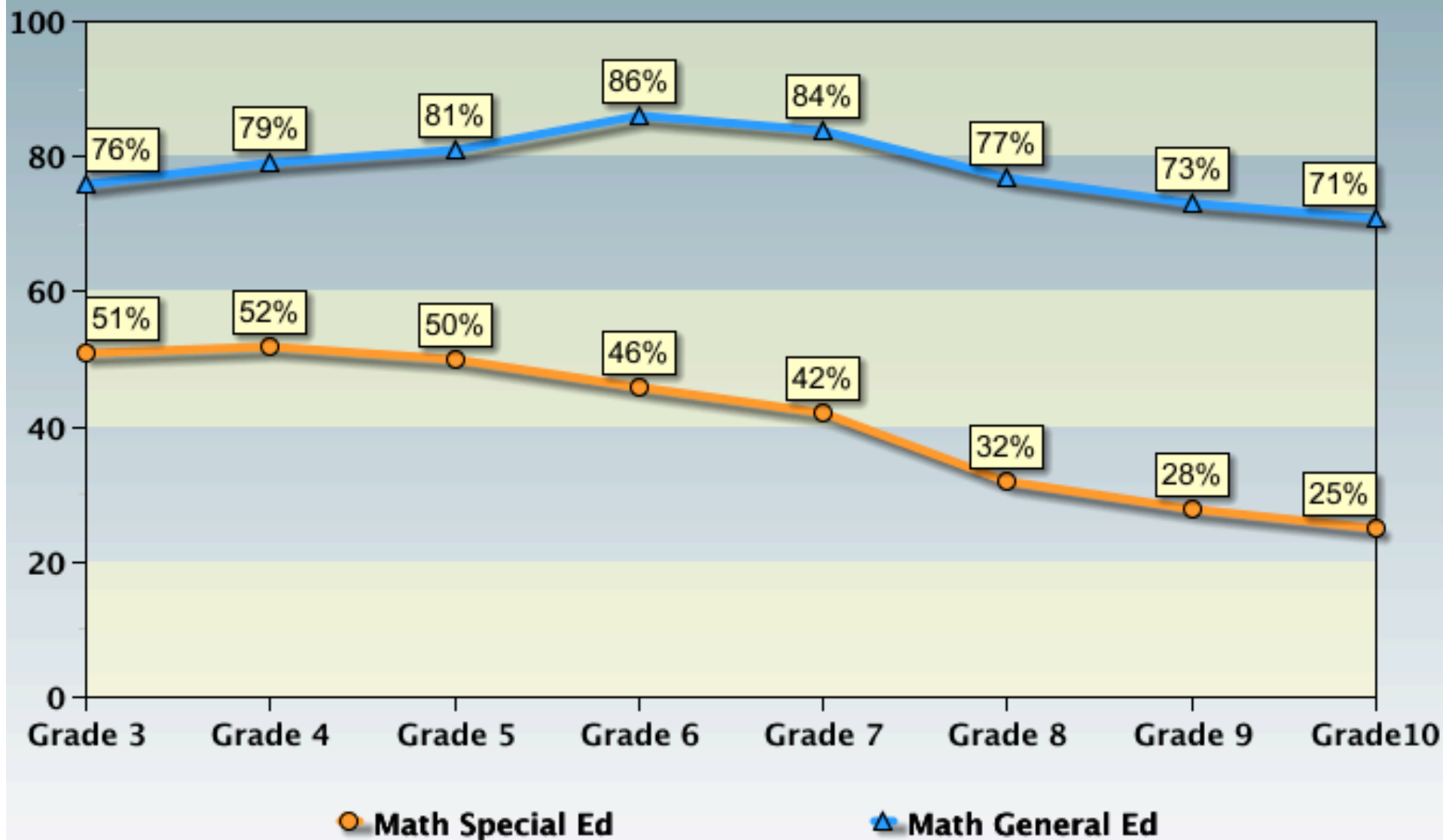
## 2006-07 ISTEP+ English/Language Arts Percent Passing by Special Ed



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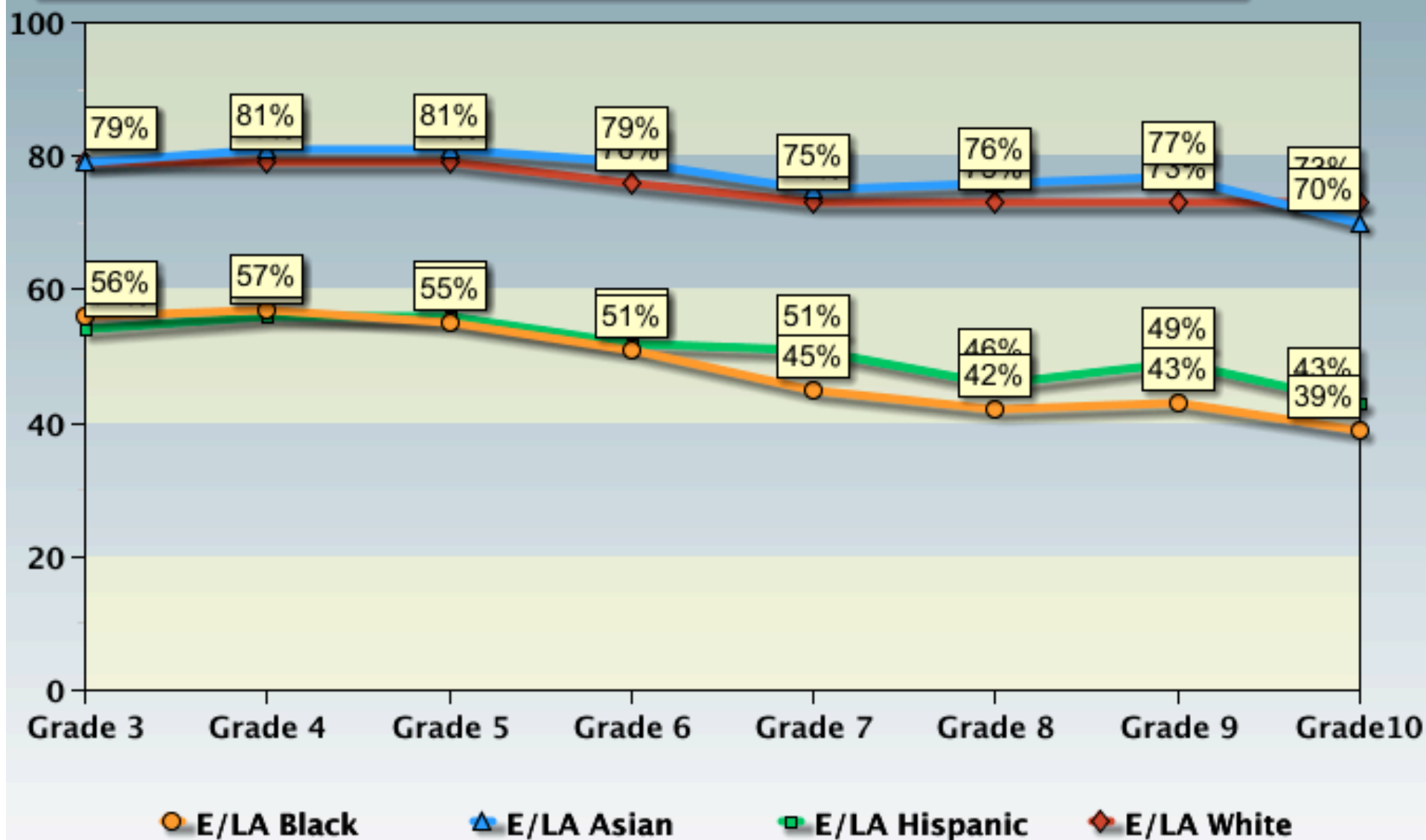


## 2006-07 ISTEP+ Mathematics Percent Passing by Special Ed



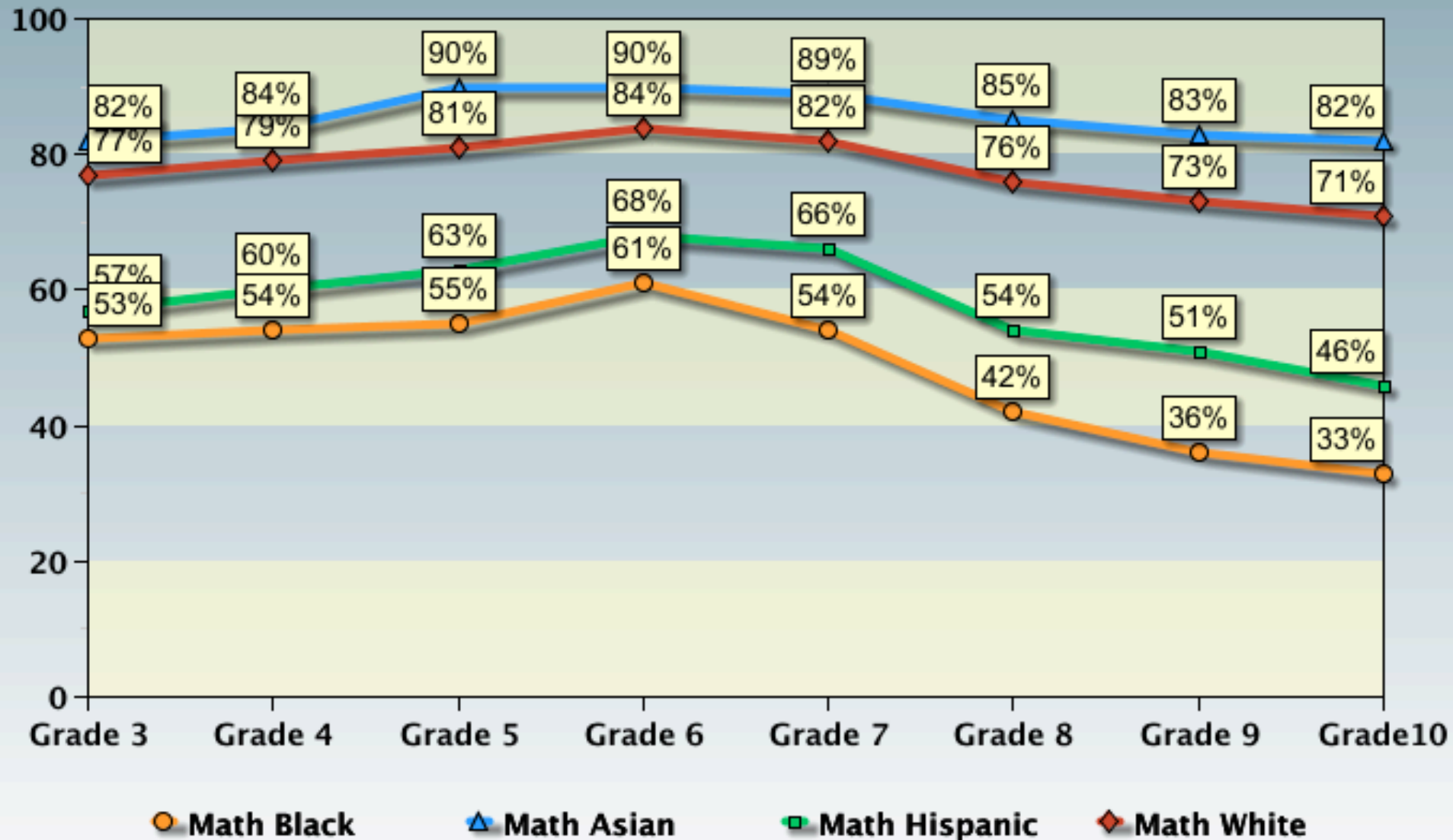
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## 2006-07 ISTEP+ English/Language Arts Percent Passing by Ethnicity



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## 2006-07 ISTEP+ Mathematics Percent Passing by Ethnicity



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# Analyzing the Data

- Based on your analysis of data, what curricular areas need immediate attention for all students?
- What systemic trends become apparent when analyzing the data?
- Is there a specific grade level where achievement results seem to decline?
- Other than ISTEP+ results, what do you know about the students that are failing,?



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# Remember!!

- Both **positive** and negative results should be analyzed when making decisions about school improvement.
- If you are showing positive trends in a certain subject or with a certain student group, find out why and apply those positive instructional, organizational or environmental successes to other applicable areas that are in need of improvement.



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